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In 1964 the University of Minnesota initiated a three-year TV College as an experiment in offering courses to more freshmen and sophomores without compromising quality. The four courses offered in 1964 and the nine in 1965 were taught by regular University faculty and carried full resident credit. They were supplemented by weekly discussion groups, except for psychology which had no discussion center, and biology which had a laboratory session. The typical enrollee during the 1965 Fall Term was a married women, about 31 years old, with at least one child. She was a Minnesota high school graduate who had completed at least one college course and was seeking a college degree, usually in liberal arts or teaching. She enrolled in the TV College because she could attend classes at home, avoiding transportation problems. Although only 44 students attended both terms, there was a striking similarity between 1964 and 1965 students, the notable difference being that the mean enrollment for 1965 was considerably smaller than for 1964. Psychology was by far the most popular course in 1965, possibly because attendance at a discussion center was not required. The study indicated that the population responding to the TV College was a stable one, consisting of low-middle aged persons and not the college-age group initially sought. (Document includes 20 tables and the questionnaire.) (aj)

UNIVERSITY OF MINNESOTA

TV College Research Report No. 3

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Students Enrolled in the TV College General Extension Division Fall 1965

Research Conducted under a Grant from the Hill Family Foundation

ED022112

by

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UNIVERSITY OF MINNESOTA
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February 1966

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INTRODUCTION

In 1965 the University of Minnesota continued its TV College program which was initiated the previous year as a three-year experimental project in cooperation with KTCA-TV, Channel 2, and working with a grant from the Hill Family Foundation. As in 1964, the courses were taught by regular faculty of the participating departments of the University* and carried full resident credit for students who successfully completed them. Again, the program was administered by the General Extension Division of the University and studied by the Bureau of Institutional Research. The current report presents the findings of a descriptive study of the TV College enrollments during the Fall Term of the second year of the project.

The purpose of the program, as stated by the General Extension Division in its 1964 proposal, is "to extend the resources of the University to more Minnesotans and to develop means through which problems of space and numbers ...may be resolved without compromising quality of educational offerings." Inasmuch as the purpose of the program had not been changed, the course offerings for the second year were again basic to freshman and sophomore years of study. The major change was in the number of courses offered; four in Fall Term, 1964, and nine in Fall Term, 1965.

The courses offered Fall Term, 1965 were the following: Anthropology, Prehistoric Man and Culture; General Biology, Principles of Economics;

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* One exception was the Principles of Economics course which was taught by John R. Coleman of Carnegie Institute of Technology. This course was taped from an original national network series.

English, Modern Literature; Beginning French; Beginning German "Active" Approach; History, Medieval and Renaissance; General Psychology; Sociology, Man in Modern Society. All courses except General Biology had the value of three quarter credits each; Biology was a five hour course. As in the previous year, the 1965 televised courses were supplemented by discussion centers to be attended once per week, except for Psychology which had no discussion center. The science course, Biology, had a laboratory session in place of a discussion section.

ENROLLMENTS

To provide background data and other information about the individuals who enrolled for courses in the TV College, Fall Term, 1965, a revision of the 1964 enrollee questionnaire was included among the required registration materials. Despite this procedure, 38 enrollees (8.9 per cent) failed to complete a questionnaire even after a follow-up attempt was made to get one from them. Collection of complete data was further limited because of a clerical error which caused 45 enrollees (10.5 per cent of the total) to receive the 1964 questionnaire, which did not include ten items which were on the 1965 questionnaire.

By Course and Discussion Center

Enrollments in the nine courses offered by the TV College during the 1965 Fall Term numbered 516 (see Table 1). Because some persons enrolled in more than one course, the total number of individuals involved was 428, comprised of 378 registered in one course only, 37 in two courses, eight in three courses, four in four courses, and one in five courses.

Table 1 also shows the enrollments for each course by discussion center. To add perspective to the course enrollment picture, Table 2 compares the enrollment of each TV College course with the enrollment of the same course offered in the day school of the College of Liberal Arts, Fall Term, 1965. While only 26.1 per cent of the total day school enrollments in the nine relevant courses was in Psychology 1, nearly half (48.6 per cent) of the total TV College enrollments was in the same course. No other TV College

Table 1: TV COLLEGE ENROLLMENTS BY COURSE AND BY DISCUSSION CENTER, FALL TERM, 1965, UNIVERSITY OF MINNESOTA

Discussion Center	Anthropology	Biology*	Economics	English	French	German	History	Psychology*	Sociology	Total
Bloomington	14			8	10	5	8			45
Bryant			15			9			14	38
Fridley							13			13
Hastings							11			11
Hopkins				9	5	5	4		8	31
St. Paul Extension	8					11				19
White Bear Lake									8	8
Minneapolis Campus		43								43
No Center								240		240
Withdrawals	10	7	7	7	5	6	5	11	10	68
Total Enrollment	32	50	22	24	20	36	41	251	40	516

* No discussion center -- Biology had a laboratory section.

course accounted for more than ten per cent of the total enrollment, while in the day school both Sociology 1 and Anthropology 1A account for sizable proportions of the enrollment (22.6 and 15.1 per cent, respectively). One reason for the preponderance of TV College enrollments in Psychology might have been that Psychology was the only course without a discussion center, thus requiring only two viewing evenings and no outside trip to a class each week. This finding is in harmony with questionnaire data[a] in response to a request for features of the TV College which induced the students to enroll. The largest proportion of enrollees indicated that the factor inducing them to enroll was that the TV College enabled them to attend classes without leaving the home.

Table 2: TV COLLEGE AND DAY SCHOOL ENROLLMENTS IN THE SAME COURSE, FALL TERM, 1965, UNIVERSITY OF MINNESOTA

Course	Enrollment TV College N	Enrollment TV College Per Cent	Enrollment Day School N	Enrollment Day School Per Cent
Psychology 1	251	48.6	2,199	26.1
Biology 1	50	9.7	743	8.8
History 11	41	7.9	298	3.5
Sociology 1	40	7.8	1,901	22.6
German 1A	36	7.0	404	4.8
Anthropology 1A	32	6.2	1,270	15.1
English 37	24	4.6	177	2.1
Economics 1	22	4.3	838	9.9
French 1	20	3.9	598	7.1
Total	516	100.0	8,428	100.0

[a] See page 8 for discussion and distribution of data concerning such features.

Reason for Registration

Enrollees were presented with ten possible reasons for registering in a TV course and asked to check any of these reasons which influenced them to enroll. They were also asked to designate the most important reason. The frequency of response to each of these reasons is reported in Table 3.

Table 3: REASONS FOR TV COLLEGE ENROLLMENT, FALL TERM, 1965, UNIVERSITY OF MINNESOTA

	Influential		Most Influential	
	N	Per Cent of Total Enrollment	N	Per Cent of Total Enrollment
Teaching credential	93	23.8	46	11.8
Degree but not a teaching credential	162	41.5	87	22.3
Qualify for University of Minnesota	93	23.8	23	5.9
Advance standing (high school students only)	4	1.0	2	0.5
Supplement high school program (high school students only)	5	1.3	1	0.3
A friend or family member is enrolling	19	4.9	1	0.3
Personal interest in subject	201	51.5	40	10.3
Opportunity to spend evening with others	83	21.3	1	0.3
Reputation of instructor	16	4.1	0	0.0
Helpful in my current job (though not seeking a degree or certificate)	50	12.8	18	4.6
Other reasons	80	20.5	20	5.1
No response	--	--	151	38.7
Total	806		390	

The reason most frequently cited by the enrollees was personal interest in the subject; over half (52 per cent) of the students checked this as being one of the reasons that they enrolled. Another two fifths listed interest in a degree but not a teaching credential as one of the reasons, while approximately one fourth indicated seeking a teaching credential. In terms of the most influential decision, however, working toward a degree but not a teaching credential was most frequently cited (22.3 per cent).

Course of Study

Almost two-thirds of the enrollees indicated an aspiration for a degree or certificate by specifying the course of study that they were taking (Table 4). About one quarter of the entire group (24.4 per cent) indicated teaching of some kind as the focus of their education. Another quarter stated Liberal Arts as their choice. Those enrollees not seeking a degree (29.0 per cent) outnumbered either the Liberal Arts or teaching major groups.

Table 4: COURSE OF STUDY, MAJOR, OR CURRICULUM FOLLOWED BY TV COLLEGE ENROLLEES, FALL TERM, 1965, UNIVERSITY OF MINNESOTA

	Number	Per Cent
Not Seeking Degree	113	29.0
Elementary Teaching	60	15.4
Secondary Teaching	33	8.5
Unspecialized Teaching	2	0.5
Professional (non-business)	26	6.7
Business	27	6.9
Liberal Arts	96	24.6
Undecided	33	8.5
Total	390	100.0

Concurrent Registration

More than one quarter (28.2 per cent) of the applicants were concurrently registered in other college level courses. Of the 110 individuals enrolled in other courses, 90 per cent (99 students) were at the University of Minnesota, 14 per cent (15 students) at other schools. The proportional overlap is accounted for by four students who attended both the University and other schools. Of the TV College students enrolled in other courses at the University of Minnesota, four out of five were engaged in either evening or correspondence courses.

Planned College Work if TV College had not been Offered

When asked if they would have taken any courses if the TV College had not been offered, 225 of the enrollees (57.7 per cent) stated that they would have taken other courses and 165 (43.3 per cent) indicated either that they would not have taken another college course or were uncertain about the matter. Of those students who would have taken another course, exactly two-thirds would have taken extension courses, whereas the choice of less than a third of the group (28.9 per cent) was either correspondence or regular day courses. Ten students stated that they would have taken other courses but failed to specify a type of course. Of the 196 individuals who indicated where they would have taken such study, 188 specified the University of Minnesota.

Features of TV College that Prompted Students to Enroll

On the 1965 questionnaire, enrollees who would not have taken other college courses or who were uncertain about the matter were asked to

indicate which features of the TV College induced them to enroll. Response to this item was obtained from 152 students. Since some students checked more than one item, the total number of responses was 183 as shown in Table 5.

The two features of the TV College which were most attractive to students were the ease or elimination of transportation (32.9 per cent) and the ability to remain at home while attending classes (36.2 per cent). One general feature, convenience, was indicated by 41 enrollees (27.0 per cent) and this could be dichotomized into convenience of time (20 students) and unspecified convenience (21 students).

Table 5: SPECIAL FEATURES OF TV COLLEGE THAT PROMPTED INDIVIDUALS TO ENROLL, FALL TERM, 1965, UNIVERSITY OF MINNESOTA

Response (open)	N	Per Cent
Enables Student to Remain Home	55	36.2
Ease or Lack of Transportation	50	32.9
Convenience (unspecified)	21	13.8
Convenient Time	20	13.2
Permits Full-Time Job	10	6.6
Opportunity to Return to Study Habits	8	5.3
Other	19	12.6
Total	183	*

* The total of this column is greater than 100 per cent since some enrollees indicated more than one feature.

Special Arrangements Required for TV College Attendance

The enrollees were asked if they expected to have to make any special arrangements to enable them to watch the televised course and/or to attend

the study center. The finding that over three-quarters of the group answered "no" to the question is not a surprising one in that it might be expected that many individuals requiring special arrangements to attend the courses would, in fact, decide not to enroll.

Of the 84 enrollees who found special arrangements necessary, over a third indicated that some provisions for child care would be required (see Table 6). Transportation to the study center was a problem for 13 students, and 12 enrollees stated that they would have to reschedule their dinner hour for the programs. The problem of dependable access to a television was mentioned by 11 students.

Table 6: SPECIFIC ARRANGEMENTS REQUIRED TO ENABLE STUDENT TO ATTEND TV COLLEGE, FALL TERM, 1965, UNIVERSITY OF MINNESOTA

	N	Per Cent of Total Group	Per Cent of Those Requiring Special Arrangements
None	306	78.5	--
Child Care	31	7.9	36.9
TV Related Problems	11	2.8	13.1
Work Rescheduling	6	1.5	7.1
Transportation to Study Center	13	3.3	15.5
Time Scheduling (dinner hour)	12	3.1	14.3
Other	11	2.8	13.1
Total	390	100.0	100.0

Some of these findings appear to be related to the findings concerning special features that prompted students to enroll. For example, child care required special arrangements for many and one of the most attractive

features of the TV College was that it enabled the students to remain at home. Similarly, arrangements for transportation comprised a problem for some students, and might have been a concern for many more except that Psychology, with almost half the total enrollments, had no discussion center, therefore required no transportation. Understandably, then, ease or lack of transportation was one of the most attractive features of the TV College.

Table 7: COURSES CHOSEN FOR FUTURE TV COLLEGE CREDIT, FALL TERM, 1965, UNIVERSITY OF MINNESOTA

Subject Matter Areas	Requests for a Course	Per Cent of Enrollees Mentioning a Course
No specification of course but yes to question	41	19.5
English	40	19.0
History	30	14.3
Psychology	28	13.3
Sociology	25	11.9
Business Area	21	10.0
Mathematics	15	7.1
Biology	15	7.1
Anthropology	14	6.7
Economics	12	5.7
Other Areas (13)	79	37.6
Total	320	*

* The total of this column is greater than 100 per cent since some enrollees mentioned more than one course.

Courses Requested for Credit on TV College

When asked if there were any other courses the enrollees would like to take for college credit on TV, slightly more than two-thirds (68.1 per cent)

of the group answered "yes". Although few enrollees specified a particular course title, nearly all of the students indicated a subject matter area, such as Biology or Sociology. Two hundred ten respondents made 320 requests for some course. Course areas requested by at least ten students are reported in Table 7; 79 other requests were distributed over 13 course areas. Forty-one enrollees wanted a course but did not specify in title or kind. Sixty of the 210 applicants (29.0 per cent) indicated a preference for at least one upper division course.

Table 8: SOURCE OF INFORMATION ABOUT TV COLLEGE, FALL TERM, 1965, UNIVERSITY OF MINNESOTA

	N	Per Cent
School Counselor or Teacher	20	5.1
Friend or Family Member	69	17.7
KTCA Advertisement or Announcement	52	13.3
Radio Announcement	3	0.8
Just Happened to Tune In	7	1.8
Newspaper Ad or Article	69	17.7
Received Pamphlet in Mail	44	11.3
Pamphlet Picked up from Public Display	17	4.4
Notice at my Place of Business	12	3.1
Program Listing in Newspaper	9	2.3
Other	19	4.9
No Response	69	17.7
Total	390	100.0

Source of Information About TV College

When the enrollees were asked about the way in which they first learned of the TV College, the responses were distributed broadly over eleven

categories (see Table 8). Personal contact of a family, friend or academic nature accounted for the initial information for about one-fifth (89) of the students. Another fifth (78 enrollees) learned about the College from sources in the newspaper. Information by way of the TV College pamphlet was responsible for introducing 61 students (15.7 per cent) to the programs, while station KTCA initially informed 52 (13.3 per cent) enrollees by way of advertisement or announcement.

TV COLLEGE STUDENTS

The personal and academic characteristics of the enrollees are of focal importance to the study of the TV College program. If the College is to fulfill a real need, homogeneous populations of some sort must be identified. In other words, the nature of the students interested in the TV College must be discovered in order to determine the relevance of current program objectives to the enrolled student population. To this end, an analysis was made of the academic characteristics, personal characteristics and academic history of the Fall 1965, TV College students. Analysis of these characteristics is limited to the 390 students for whom questionnaire data were available.

Academic Characteristics

High school test score data commonly used as college entrance criteria were available from the Student Counseling Bureau of the University of Minnesota for 80.9 per cent of the TV College students who were Minnesota high school graduates. Data were not available for 52 of the enrollees who indicated that they had graduated from a high school in Minnesota--nor for the 118 students who attended high school outside of Minnesota. The data included high school percentile ranks and scores from various college aptitude tests. Such data were collected to compare the scholastic aptitude levels of the TV College students with those of typical freshmen at the University of Minnesota. Research by the Student Counseling Bureau found the ability levels among Minnesota high schools students at different

periods of time to be sufficiently stable so that the percentile scores obtained on the different tests did not have to be converted to a common base, and could be used and compared as reported.[1]

Table 9 shows that University of Minnesota entering freshmen had higher median percentile ranks than the 1965 TV College students on the two measures of scholastic aptitude. For both groups the women consistently had higher median percentile ranks than the men on the two measures.

Table 9: COMPARISON OF MEDIAN PERCENTILE RANKS ON TWO MEASURES OF SCHOLASTIC APTITUDE, TV COLLEGE STUDENTS AND ENTERING FRESHMEN (MINNESOTA HIGH SCHOOL GRADUATES ONLY), FALL TERM, 1965, UNIVERSITY OF MINNESOTA

	Median Percentile Rank					
	High School Rank			College Aptitude Test		
	Male	Female	Total	Male	Female	Total
TV College Students	51 (N=220)	70	64	51 (N=220)	56	54
Entering Freshmen	65 (N=8,772)	74	69	44 (N=8,849)	47	45

Personal Characteristics

Sex and Age.-- In contrast to the entering freshmen group at the University of Minnesota, where women accounted for only 40 per cent of the enrollment, more than two-thirds (71.3 per cent) of the enrollment in the TV College were women. Only one-third (34.6 per cent) of the TV College students were in the

[1] Berdie, Layton, Hagenah, and Swanson, Who Goes to College?, Minnesota Student Personnel Work, No. 12, p. 21 and p. 27-28, and p. 39.

18 to 24 year old category which is usually considered to be the college-age group (see Table 10). The mean age of the entire group was 31.4 years, while the mean ages for men and women were 28.6 and 32.4 years, respectively. Only one-eighth of the TV College students were younger than 20 years of age, whereas more than 90 per cent of the entering freshmen were in this category. Thus, although the courses provided by the TV College attracted some men and women of college age, the greatest proportion of enrollees were women who were older than regular college students.

Table 10: SEX AND AGE DISTRIBUTION OF THE TV COLLEGE ENROLLEES, FALL TERM, 1965, UNIVERSITY OF MINNESOTA

Age	Women N	Men N	Total both Sexes N	Per Cent	Cumulative Proportion
Under 20	29	15	44	11.3	11.3
20 - 24	52	39	91	23.3	34.6
25 - 29	44	20	64	16.4	51.0
30 - 34	41	11	52	13.3	64.4
35 - 39	40	7	47	12.1	76.4
40 - 44	30	12	42	10.8	87.2
45 - 49	19	4	23	5.9	93.1
50 and over	23	4	27	6.9	100.0
Total	278	112	390	100.0	

Marital Status.--The finding that two-thirds (67.7 per cent) of the 1965 Fall TV College were married further substantiates the striking difference between the University full-time students and the TV College population. (The proportion of married students in the total student body of the University was 15 per cent for the Fall Term, 1965.[2])

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[2] Twelfth Annual Survey of Minnesota College and University Enrollments, Bureau of Institutional Research, University of Minnesota, November 1965, p. 12.

Number of Children.--More than half (59.7 per cent) of the enrollees indicated that they had at least one child still at home. Fifty-two respondents reported one child, 78 had two, 54 had three, 36 had four, 6 had five and 7 students had six or more children. Two enrollees had ten children. The average number of children per married student was two.

Full-Time Employment.--Since one of the purposes of the TV College was to extend the resources of the University to groups who were unable to attend full-time, one such group, the full-time employed, was an important subject for study. At the beginning of the 1965 Fall Term, 186 (47.7 per cent) of the TV College students held full-time jobs, more than half (54.8 per cent) of whom were engaged in clerical or skilled positions. Table 11 indicates that about one-eighth of the students were teachers.

Table 11: TYPE OF FULL-TIME EMPLOYMENT, TV COLLEGE STUDENTS, FALL TERM, 1965, UNIVERSITY OF MINNESOTA

	N	Per Cent of Enrollees With Full-Time Jobs	Per Cent of Total Group
Professional, Except Teaching	6	3.2	1.5
Teaching	24	12.9	6.2
Semi-Professional and Managerial	19	10.2	4.9
Clerical	72	38.7	18.5
Skilled Trades and Retail Business	30	16.1	7.7
Semi-Skilled	17	9.1	4.4
Slightly Skilled	11	5.9	2.8
Unspecified	7	3.8	1.8
Total	186	100.0	47.7

More than one-third (38.1 per cent) of the employed enrollees had held their current jobs for fewer than two years. At the other extreme, slightly more than one-fourth had been in the same position for longer than six years. A large majority (83.9 per cent) did not expect to change their current jobs within the following two years.

Occupational aspirations were tapped by the question, "What type of job do you expect to hold ten years from now?" Table 12 illustrates that of the nine categories, teaching was chosen by nearly one third of the total group. No other category was selected by more than ten per cent of the enrollees, except that of no job or no response. Thus, judging from occupational aspirations, the only homogeneous group of substantial size was that of students aiming for the teaching profession.

Table 12: TYPE OF JOB EXPECTED IN TEN YEARS, TV COLLEGE STUDENTS, FALL TERM, 1965, UNIVERSITY OF MINNESOTA

	N	Per Cent of Total Group
Professional, Except Teaching	34	8.7
Teaching	119	30.5
Semi-Professional and Managerial	35	9.0
Clerical	10	2.6
Skilled Trades and Retail Business	18	4.6
Semi-Skilled	2	0.5
Slightly Skilled	1	0.3
Unspecified	32	8.2
None or No Response	139	35.6
Total	390	100.0

Family Background.--Table 13 illustrates the wide distribution of occupations of fathers of TV College students. No single occupational category accounted for more than one-fifth of the fathers; however, 30.7 per cent of the enrollees failed to indicate the nature of their fathers' jobs. Only 22.6 per cent of the enrollees stated that their mothers were employed; 51.0 per cent described their mothers as housewives.

Table 13: OCCUPATION OF FATHER AND MOTHER OF TV COLLEGE STUDENTS, FALL TERM, 1965, UNIVERSITY OF MINNESOTA

Type of Occupation	Father		Mother	
	N	Per Cent	N	Per Cent
Professional	22	5.6	2	0.1
Semi-Professional and Managerial	48	12.0	21	5.3
Clerical	13	3.3	12	3.0
Skilled and Retail Business	67	17.2	17	4.3
Farming	50	13.0	1	0.0
Semi-Skilled and Minor Business	49	12.9	22	5.6
Slightly Skilled	21	5.3	13	3.3
Housewife	--	--	199	51.0
No Information	120	30.7	103	26.4
Total	390	100.0	390	100.0

Slightly less than half (47.0 per cent) of the fathers and three-fifths (57.0 per cent) of the mothers were reported to be at least high school graduates (see Table 14). Less than one-seventh of the mothers and fathers had college degrees of any kind.

Almost 90 per cent of the spouses of the TV College students were high school graduates. Forty per cent of the spouses were at least college graduates and 14 per cent held either a professional or graduate degree.

Table 14: HIGHEST EDUCATIONAL ATTAINMENT OF FATHER, MOTHER AND SPOUSE OF TV COLLEGE STUDENTS, FALL TERM, 1965, UNIVERSITY OF MINNESOTA

Highest Educational Attainment	Father		Mother		Spouse	
	N	Per Cent	N	Per Cent	N	Per Cent
Less than Eighth Grade	29	7.4	20	5.1	6	2.2
Eighth Grade Graduate	133	34.1	110	28.2	16	5.8
High School Graduate	130	33.3	184	47.2	131	47.1
A.A.	0	0.0	5	1.3	1	0.4
B.A., B.S., R.N.	29	7.4	29	7.4	71	25.5
M.A., M.S.	9	2.3	2	0.1	20	7.2
Ph.D or Ed.D.	0	0.0	2	0.1	7	2.5
Professional Degree	8	2.1	0	0.0	12	4.3
Other Degree	7	1.8	0	0.0	3	1.1
No Response	45	11.5	38	9.7	11	4.0
Total	390	100.0	390	100.0	278	100.0

Academic History of Enrollees

The educational background of enrollees was of interest, in part because the General Extension Division, under which the TV College operates, does not have any entrance requirements. This section presents discussions of various aspects of the students' academic history, the amounts and kinds of course work and degrees, and the reasons for terminating college work.

Highest Educational Attainment.--The levels of educational attainment of the TV College students ranged from third year high school (two enrollees) to masters or professional degrees (four students). Table 15 illustrates that over 80 per cent of the enrollees were high school graduates who had not received a college degree of any kind. One-tenth of the group (40 students) received either a B.A., B.S., or R.N. degree, while ten students formally received the two year A.A. degree.

Table 15: HIGHEST EDUCATIONAL ATTAINMENT OF TV COLLEGE STUDENTS, FALL TERM, 1965, UNIVERSITY OF MINNESOTA

Highest Educational Attainment	N	Per Cent
Eighth Grade or Less	0	0.0
Some High School	13	3.3
High School Graduate	154	39.5
Some College	171	43.8
College Graduate	40	10.2
Professional Degree	3	0.8
Graduate Degree	1	0.3
Other Degree	3	0.8
No Response	5	1.3
Total	390	100.0

Nearly three-quarters (71.0 per cent) of the enrollees indicated that they were seeking a degree. When these students were asked to indicate the highest degree they hoped to earn, over half (152) stated the B.A. or B.S.

degree·as their academic goal. About one-fifth aspired to an M.A. or M.S. degree, while about one-seventh failed to respond to the question.

Secondary Education Background.--More than two-thirds (69.7 per cent) of the enrollees attended high school in Minnesota, 32.3 per cent in the Twin Cities area. Investigation of the dates of high school graduation yielded the information presented in Table 16. Only 18 (4.6 per cent) of the enrollees graduated within the past year (1965). Less than one-quarter (22.8 per cent) of the entire group completed high school within the previous five years. These findings further indicate that a large majority of the TV College students were not recent high school graduates seeking to commence upon college work, the population initially sought for the TV College program.

Table 16: YEAR OF HIGH SCHOOL GRADUATION OF TV COLLEGE STUDENTS, FALL TERM, 1965, UNIVERSITY OF MINNESOTA

Date of High School Graduation	N	Per Cent
1965	18	4.6
1961-64	71	18.2
1957-60	61	15.6
1953-56	42	10.8
1949-52	40	10.3
1945-48	37	9.5
1941-44	43	11.0
1937-40	18	4.6
Before 1937	43	11.0
No Information	17	4.4
Total	390	100.0

Previous College Work.--All previous college work completed or attempted was converted to quarter hours. As Table 17 shows, more than half of the enrollees had attempted or completed one or more quarter hours of college work. Of those students with some previous college work, about one-fourth had less than one year of work, slightly more than one-third had taken one to three years of college work, and an additional one-sixth had apparently completed more than three years of college study.

Table 17: NUMBER OF QUARTER HOURS COMPLETED OR ATTEMPTED IN A COLLEGE OR UNIVERSITY, TV COLLEGE STUDENTS, FALL TERM, 1965, UNIVERSITY OF MINNESOTA

Number of Quarter Hours	N	Per Cent
None	135	34.6
1 - 8	11	2.8
9 - 15	12	3.1
16 - 30	22	5.6
31 - 45	11	2.8
46 - 60	28	7.2
61 - 75	9	2.3
76 - 90	12	3.1
91 - 105	4	1.0
106 - 120	8	2.1
121 - 135	13	3.3
136 or more	37	9.5
Uncertain	51	13.1
No Response	37	9.5
Total	390	100.0

Previous Attendance at the University of Minnesota.--When previous attendance at the University of Minnesota was analyzed by type of enrollment, the frequencies of attendance at evening and day classes were about the same (see Table 18). When only classes attended within the past year were considered, the rate of attendance was substantially higher at evening classes than at any other type of class. The striking increase shown in the "other course" category for the past year's enrollment is due, in part, to enrollments in the TV College, initiated only in the last academic year.

Table 18: PREVIOUS UNIVERSITY OF MINNESOTA ATTENDANCE BY TV COLLEGE STUDENTS BY TYPE OF CLASS, FALL TERM, 1965, UNIVERSITY OF MINNESOTA

Type of Class Attended	N	Per Cent
Day Classes		
Prior to Past Year	75	19.2
Within Past Year	37	9.5
Evening Classes		
Prior to Past Year	59	15.1
Within Past Year	54	13.8
Correspondence Courses		
Prior to Past Year	13	3.3
Within Past Year	12	3.1
Other Courses		
Prior to Past Year	4	1.0
Within Past Year	33	8.5

Reasons for Non-Attendance at College.--Inasmuch as the TV College was initially conceptualized as a mode of education for those unable to attend

college full-time, enrollees were asked three questions about their reasons for not attending or dropping out of college. The same eight categories were presented as responses to all three questions (see Table 19).

When the 172 enrollees who never attended college were asked the reason for this, more than one-quarter (27.3 per cent) indicated a financial reason. Less than one-seventh stated marriage as the reason, and each of the other categories were checked by less than seven per cent of the group. Over two-fifths (41.9 per cent) of the enrollees with no previous college failed to indicate a reason for never attending college.

Table 19: REASONS GIVEN BY TV COLLEGE STUDENTS FOR NEVER ATTENDING COLLEGE, NOT ENTERING COLLEGE WITHIN THE TWO YEARS FOLLOWING HIGH SCHOOL GRADUATION, AND DROPPING OUT OF COLLEGE, FALL TERM, 1965, UNIVERSITY OF MINNESOTA

	Never Attended College		Delay of at Least Two Years in Entering College		Dropped Out of College	
Reasons	N	Per Cent of 172	N	Per Cent of 79	N	Per Cent of 171
Financial	47	27.3	26	32.9	49	28.7
College not Necessary for Job Choice	11	6.4	13	16.5	6	3.5
Grades	1	0.6	0	0.0	12	7.0
Marriage	24	14.0	10	12.7	39	22.8
Family	1	0.6	3	3.8	5	2.9
Personal	6	3.5	6	7.6	13	7.6
Military Service	2	1.2	12	15.2	3	1.8
Other	8	4.7	2	2.5	18	10.5
No Reason Indicated	72	41.9	7	8.9	26	15.2
Does Not Apply	218	--	311	--	219	--
Total	390	100.0	390	100.0	390	100.0

When asked for the reason for delaying at least two years after high school graduation before attending college, nearly one-third of the relevant 79 students stated a financial reason. Nearly half of the responses were distributed among three categories; college not necessary for job choice, military service, and marriage.

About two out of five (43.8 per cent) TV College students were college drop-outs. If an enrollee had previously attended college and did not complete a degree, he was asked to indicate why he had dropped out. The two reasons most frequently given were "financial" (28.7 per cent) and "marriage" (22.8 per cent). No other single reason was given by more than 14 students (eight per cent).

Credits Taken in TV College.--Of the 428 individuals enrolled in TV College during Fall 1965, 312 were enrolled for one three credit course and 31 were enrolled for one five credit course. Two three credit courses were taken by 23 individuals and only 18 took eight credits or more. The greatest number of credits taken by any one student during the Fall Quarter was fifteen (five courses).

Although the majority of students were enrolled in TV College for the first time, 28 had been enrolled during each of the four quarters since its inception. These students had taken from 12 to 32 credits, with a median of approximately 24. This would be equal to two three credit courses per quarter or approximately 40 per cent of the normal load of a regular day student.

Student Retention in TV College.--To complete the enrollment picture the number and proportion of TV College students finishing each course was investigated. The data concerning the number of students who formally withdrew or who received a grade of "incomplete" or a final letter grade are reported in Table 20. Of those students who initially registered, 12.8 per cent formally withdrew from the College; proportions of course enrollments withdrawing ranged from 4.4 per cent in Psychology to 31.2 per cent in Anthropology. The low withdrawal rate in Psychology might be accounted for, in part, by the fact that it was the only course without a discussion center. This hypothesis appears to be further substantiated by the finding that over three-quarters of the formal withdrawals occurred in the seven courses with discussion centers when enrollees failed to change to another discussion center after their chosen center was dropped. Thus, the necessity of attending a discussion center was an important factor in the problem of retention for this TV College group.

The proportions of students who received incompletes ranged from 5.0 per cent in French to 24.4 per cent in History. The mean per cent of incompletes was 14.0.

Students who completed a course and received a final grade ranged from 50.0 per cent in English to 79.7 per cent in Psychology; the average was 65.9 per cent. The finding that student retention in Psychology was greater than that in all other courses gives further support to the hypothesis that the discussion center may be a determining factor in TV College attendance. The discussion center, however, must not be considered to be the only reason for the high rate of enrollment and retention in Psychology, because in the

regular extension division evening courses, Psychology also has, by far, the largest enrollments of the introductory courses.

Table 20: COURSE ENROLLMENTS, WITHDRAWALS, INCOMPLETES, FINAL GRADES, TV COLLEGE STUDENTS, FALL TERM, 1965, UNIVERSITY OF MINNESOTA

Course	Total Enrollment N	Formal Withdrawals N	Formal Withdrawals Per Cent	Incompletes N	Incompletes Per Cent	Final Grades N	Final Grades Per Cent
Anthropology	32	10	31.2	4	12.5	18	56.2
Biology	50	7	14.0	6	12.0	37	74.0
Economics	22	5	22.7	2	9.1	15	68.2
English	24	7	29.2	5	20.8	12	50.0
French	20	5	25.0	1	5.0	14	70.0
German	36	6	16.7	6	16.7	24	66.7
History	41	5	12.2	10	24.4	26	63.4
Psychology	251	11	4.4	40	15.9	200	79.7
Sociology	40	10	25.0	4	10.0	25	65.0
Total	516	M = 20.0		M = 14.0		M = 65.9	

In comparison with the Chicago City Junior College Television College, now in its ninth year, the University of Minnesota TV College retention rates were slightly lower. In 1964, the Chicago TV College retained, on the average, 75 per cent of the students enrolled in a given course.[3] However, during the first three years of operation, there was a two-thirds retention rate, which was negligibly different from the University of Minnesota TV College retention rate in this, its second year of programming.

[3] Erickson, C. G., Chansow, H. M., Zigerell, J. J., Eight Years of TV College: A Fourth Report, Chicago City Junior College, 1964.

COMPARISON BETWEEN 1964 AND 1965 TV COLLEGE ENROLLEES

Similar data have been collected concerning the characteristics of TV College students during two different years, Fall Term, 1964, presented in the TV College Research Report No. 1[1] and Fall Term, 1965, discussed in the previous sections of this report. Since one of the goals of this project was to examine the stability of the personal and academic history of the TV College enrollees from year to year, the following paragraphs are devoted to a comparison of the two groups.

An overview of the two years of TV College enrollments shows that the two groups were strikingly similar on most points of comparison. Specific comparisons of the two groups have been categorized under three major headings: 1) personal characteristics; 2) academic characteristics; and 3) characteristics of course enrollment.

Personal Characteristics

Few differences were found between the two groups on personal factors. Sex and marital status of enrollees and occupation and education of parents were distributed in virtually the same ways for both groups. Although the mean ages were negligibly different, the 1965 group had relatively fewer enrollees under 20, but had nearly twice the proportion of students between

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[1] University of Minnesota TV College Research Report No. 1, Students Enrolled in the TV College, Fall 1964, Bureau of Institutional Research, University of Minnesota.

20 and 24 years of age than the 1964 group. Despite these differences, the relative proportions of college age students (under 25 years of age) for the 1964 and 1965 groups were not appreciably different (31.1 and 34.6 per cent, respectively). The principal difference found in the employment status of enrollees was that a greater proportion of the 1965 full-time employed group was employed in clerical or skilled jobs as compared with the 1964 group (54.8 and 34.5 per cent, respectively).

Academic Characteristics

A study of the differences in academic characteristics of the two groups yielded few more differences than did the study of personal data. In both groups, over 90 per cent of the enrollees were high school graduates; slightly less than one-quarter of each group graduated from high school within the past five years. While the proportion of the 1965 enrollees who had attempted some previous college work was slightly greater than that of the earlier group, the proportion of the 1965 group who had completed over 90 hours was only about half as large. Previous University of Minnesota attendance was closely comparable on day and evening classes for both groups, whereas the proportion of correspondence courses taken by the 1964 enrollees was twice as large as that of the 1965 group.

Sizable differences were found in three further academic factors; course of study, concurrent college enrollment, and planned enrollment in college courses if the TV College had not been offered. Although the choice of teaching was, by far, the most frequently selected course of study by both groups, a greater proportion of 1964 enrollees indicated teaching than

did the 1965 group (31.9 and 24.4 per cent, respectively). More than one-quarter (28.8 per cent) of the 1965 students were enrolled in other college courses at the time of their TV College enrollment, whereas, less than one-fifth (18.6 per cent) of the 1964 group were so enrolled. While a greater proportion of the 1965 enrollees (57.7 compared to 41.9 per cent of the 1964 enrollees) reported that they would have enrolled in other college courses if the TV College had not been offered, about two-thirds of each group would have taken extension courses over other types of enrollment.

Characteristics of Course Enrollments

By far the most notable differences between the two years of the TV College are to be found in an investigation of course enrollments. Initial inspection of the total enrollments would seem to indicate that the 1965 Fall enrollment figure of 516 students is an improvement over the 312 enrollments of the 1964 Fall Term. The impact of this difference is quickly deflated and, in fact, the direction is reversed, when the number of courses and discussion centers are taken into account. In Fall Term, 1964, four courses were offered by the TV College; while nine courses were given Fall Term, 1965. Thus, meaningful enrollment differences must be based upon mean enrollments per course, which are found to be 81.3 for 1964 and 57.7 for 1965. This striking difference is expanded if only those courses with discussion centers are included in computing the averages. When this is done, the 1964 mean course enrollment remains 81.3 but the 1965 mean drops to 33.1. All of the 1964 courses involved discussion centers and all 1965 courses but one, Psychology 1, had discussion centers. Thus, the marked

impact of the Psychology course, whose enrollment nearly equalled that of all the other eight courses, is apparent.

In Fall Term, 1964, there were 17 discussion sessions at nine different centers, while in Fall, 1965, there were 19 discussion sessions at eight different centers. The mean enrollments per discussion session for 1964 and 1965 were 16.1 and 12.6 students, respectively.

Two courses were offered both Fall Terms 1964 and 1965, and in each case the enrollment for 1965 was considerably less than for 1964. The enrollment in Biology 1 decreased from 64 (1964) to 43 (1965), while the German 1A enrollments dropped from 91 (1964) to 36 (1965).

Both groups were asked to indicate the reason for enrolling in the TV College; comparisons can be made on the two reasons presented in equivalent form on both questionnaire forms. While nearly two-thirds of the 1965 enrollees indicated that they were seeking a degree or certificate, less than 60 per cent of the 1964 group stated such a reason. A greater difference is found for the reason, personal interest in the subject; over half of the 1965 students indicated this reason compared with about one-third of the earlier group.

The proportion of students who received final course grades other than "incomplete" was about the same for both the first and second years, 73.5 and 72.1 per cent, respectively. However, a higher proportion of students formally withdrew during the first year (15.4 per cent) as opposed to 1965 (12.8 per cent). A higher proportion of students during the second year were given grades of "incomplete" (15.1 per cent compared to 11.1 per cent in 1964).

SUMMARY

This research report has been based on a study of the students who enrolled in the University of Minnesota TV College, Fall Term, 1965. Inasmuch as the study has been concerned with the second year of a three year experimental project, the summary will first discuss the typical 1965 TV College student, then present a brief comparison of the 1964 and 1965 Fall enrollees.

The typical enrollee, Fall 1965, was a married woman, about 31 years old, with at least one child. She was a Minnesota high school graduate, who had completed at least one college course and stated that she was seeking a college degree of some sort. Her major reason for registering was either "personal interest in the course" or the fact that she was "seeking a degree." The major features of the TV College that induced the student to enroll were the factors that it enabled her to remain at home while attending classes and that this mode of schooling required much less transportation than did going to the University proper. If she indicated any major course of study, it was usually Liberal Arts or some area of teaching.

One of the major findings of the present study was the striking similarity between the Fall 1964 and Fall 1965, TV College students. The differences in personal and academic characteristics were found to be so slight that it was suggested that the two groups might, in fact, be the same students. However, this was found not to be the case; only 44 students attended TV College both Fall Terms, 1964 and 1965.

The most notable difference between the two groups was found in a comparison of course enrollments; the mean enrollment per course for 1965 was considerably smaller than that of the 1964 term. One course, Psychology 1 had a decided impact on the total enrollment picture during Fall 1965. The enrollment of this one course was nearly as large as the aggregate enrollment of all of the other 1965 Fall courses. If Psychology 1 were eliminated from the 1965 group, the mean enrollment per course for 1965 would be less than half that of the 1964 group.

Although Psychology 1 has been one of the most popular courses in both the day and evening school programs, there is some evidence to support the belief that one of the reasons for the large enrollment in this course in the TV College was due to the fact that attendance at a discussion center was not required.

In conclusion, all evidence indicates that the 1965 TV College Fall Term enrollments did not approximate the goal of the TV College any closer than did the 1964 enrollments. In other words, after systematic study of two successive years of TV College enrollments, it can be said that the population that responds to this method of education appears to be a stable one, consisting of low-middle age persons and not the college-age group initially sought. Thus, this report on the second year of the TV College substantiates the findings reported on the first year, and fails to offer any evidence to support the hope that college-age students will spontaneously respond to Television as a vehicle for the first two years of their college education.

A P P E N D I X

(Questionnaire)

UNIVERSITY TELEVISION COLLEGE
GENERAL EXTENSION DIVISION
UNIVERSITY OF MINNESOTA

You will not be considered fully registered until this completed questionnaire is returned. The information provided is for research and in no way affects your enrollment eligibility.

Date _____

1. Name: Mr. / Mrs. / Miss _____
   Last First Middle
   (If Mrs., give maiden name) _____
   Last First Middle

2. Address _____
   Street City State Zip Code County

Personal and Family Background

3. Age _____ Date of birth ___/___/___ Place of birth _____
   Month Day Year City State

4. Marital status: Married _____ Single _____ Divorced _____ Widowed _____
   Number of children still at home _____ Name of spouse _____

5. Name of parent or guardian _____
   First Middle Initial Last

6. Address of parent or guardian _____
   Street City State

7. Father's occupation _____ Mother's occupation _____
   (if retired state usual job during years of employment)

8. Father's education: (circle last year attended)
   Grade School 1 2 3 4 5 6 7 8 — High School 1 2 3 4;Grad ? ( ) — College 1 2 3 4 5 6 7 8 — Last Degree _____

9. Mother's education: (circle last year attended)
   Grade School 1 2 3 4 5 6 7 8 — High School 1 2 3 4;Grad ? ( ) — College 1 2 3 4 5 6 7 8 — Last Degree _____

10. Spouse's education: (circle last year attended)
    Grade School 1 2 3 4 5 6 7 8 — High School 1 2 3 4; Grad ? ( ) — College 1 2 3 4 5 6 7 8 — Last Degree _____

Academic History

11. Your education: (circle last year attended)
    Grade School 1 2 3 4 5 6 7 8 — High School 1 2 3 4;Grad ? ( ) — College 1 2 3 4 5 6 7 8 — Last Degree _____

12. Name of high school: _____ Location _____ Year of Grad _____

13. Names of all colleges or universities attended (whether or not credit was earned) | Location | Major | Completed or Attempted: Quarter hours | Semester hours | Inclusive dates | Degree Re'd

8-65 3M

14. If you have attended the University of Minnesota previously, check type of classes attended (double check (✓✓) classes attended within the last year). Day classes _____; Evening classes _____; Correspondence courses _____; Other (specify) _____

_____

15. List any trade, business, commercial, military or nursing schools attended:

Name of School	Nature of Training	Length of Training	Year	Location

16. If you graduated from high school but never attended college, indicate the major reason (check one of the following): Financial _____; College not necessary for job choice _____; Grades _____; Marriage _____; Family _____; Personal _____; Other _____; Please explain _____

_____

_____

17. If you have attended college, but did not begin until two or more years following high school graduation, indicate the major reason for the delay (check one of the following): Financial _____; College not necessary for job choice _____; Grades _____; Marriage _____; Family _____; Personal _____; Other _____; Please explain _____

_____

_____

_____

18. If you attended college but dropped out before completing a degree indicate the major reason you left college (check one of the following): Financial _____; College not necessary for job choice _____; Grades _____; Marriage _____; Family _____; Personal _____; Other _____; Please explain _____

_____

_____

T.V. College Enrollment

19. Would you have enrolled in a college if the courses on T.V. had not been offered?

Yes _____ No _____ Uncertain _____

If yes, what type of course?

Extension _____; Correspondence _____; Regular Day courses _____;

At which institution would you have taken such courses? _____

If no or uncertain, what special feature(s) did the T.V. College offer over these other types of college opportunities that prompted you to enroll? Indicate with an asterisk (*) which one was most influential in your decision?

_____

_____

_____

_____

_____

20. How did you first learn of the TV College? (Check only one)

School counselor or teacher	_____	Newspaper ad or article	_____
Friend or family member	_____	Received pamphlet by mail	_____
KTCA advertisement or announcement	_____	Pamphlet picked up from public display	_____
Radio announcement	_____	Notice at my place of business	_____
Just happened to tune in	_____	Program listing in newspaper	_____

Other _____

21. As a result of your enrollment in a TV course do you expect to have to make any special arrangements to enable you to watch the televised course (s) and/or attend the study center (s)?

Yes _____ No _____ Uncertain _____

If yes or uncertain, would you explain what kind of arrangements you think will be necessary?

_____

_____

22. Please list below the name (s) of the course (s) in which you are enrolling this quarter. Also indicate which study center you plan to attend by placing the better of the course (s) (A, B, etc.) beside the study center location.

A. _____

B. _____

C. _____

D. _____

E. _____

_____ Anoka
_____ Bloomington
_____ Bryant
_____ Fridley
_____ Hastings
_____ Hopkins
_____ No. St. Paul
_____ Osseo
_____ St. Paul Extension
_____ Stillwater
_____ West St. Paul
_____ White Bear Lake
_____ U. of M. Mpls. Campus
_____ Study Center Not Known

23. Are you enrolled in other college-level courses this term in addition to the television courses?

Yes _____ No _____ If yes, please indicate where you are taking them:

University of Minnesota
Check unit in which you are enrolled

_____ Extension
_____ Correspondence
_____ College of Liberal Arts
_____ College of Education
_____ General College
_____ Institute of Technology
_____ Other (specify) _____

A School other than the University of Minnesota
Name of this school _____

Unit in which you are enrolled:

_____ Extension
_____ Correspondence
_____ Regular day classes
_____ Other (specify) _____

24. Are there any other courses you would like to take for college credit on TV?

Yes _____ No _____

If yes, please give general description or title _____

25. Please indicate for each of the following reasons whether it was influential or not relevant in your decision to enroll in TV courses. Indicate with an asterisk (*) which one reason was most influential.

	Influential	Not Relevant
I am seeking a teaching credential		
I am seeking a degree but not a teaching credential		
I wish to qualify for admission to the University of Minnesota		
I want to achieve advance standing (only for students currently enrolled in high school)		
I want to supplement my high school program (only for students currently enrolled in high school)		
A friend or member of the family is enrolling		
I have a personal interest in the subject		
It is an opportunity to spend a stimulating evening with other people		
Reputation of instructor		
It will be helpful in my current job (though not seeking a degree or certificate)		

Please explain in what way (s) it will be helpful

_____

_____

Other reasons (explain) _____

_____

26. If you are seeking adegree or certificate, what course of study, major or curriculum do you plan to follow, e.g. English, history, pre-law, electrical engineering, high school English teaching, elementary teaching? _____

_____

I am not seeking a degree or certificate _____

27. What is the highest degree you hope to earn?

AA _____; BA or BS _____; MA or MS _____;
Ph. D. or Ed. D. _____; Other (specify) _____;

28. Do you have a full-time job? Yes _____ No _____
If yes, please give the job title _____ and length of employment _____

Do you plan to change jobs within the next two years? Yes _____ No _____
What type of job do you expect to have? _____

29. If you are a housewife and not now full-time employed do you plan to take a job withint the next two years? Yes _____ No _____

If yes, will it be on a part-time or full-time basis? part-time _____
full-time _____

What type of job do you expect to have? _____

30. What type of job do you hope to hold ten years from now? _____

_____

31. Would you like to discuss educational goals with an advisor? Yes _____ No _____

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